

Course Syllabus  
LI 809XI  
Introduction to Archives  
Internet-Begins 1/12/11

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**Online Course Login:** <https://elearning.emporia.edu>  
**Credit Hours:** 3.0  
**Note:** Course Syllabus May Change

**Important Dates for Spring 2011**

<i>Jan 12: First day of class</i>	<i>Jan 17: MLK Day (ESU closed)</i>	<i>Jan 26: Last day to drop</i>	<i>Mar 8: Midterm grades due</i>
<i>Mar 10: Midterm grades available</i>	<i>Mar 20-25: Spring Break</i>	<i>Mar 30: Last day to withdraw</i>	<i>May 6: Last day of semester</i>
<i>May 14: Commencement</i>	<i>May 17: Final grades due</i>		

**SLIM GTA Course Manager:** Megan Hertel

**Important Dates for Spring 2011**

First day of class: 1/12	Spring Break: 3/21-3/25
MLK Day Holiday: 1/17	Last day to withdraw: 3/30
Last day to drop: 1/26	Last day of class: 5/6
Midterm grades due: 3/8	Final grades due: 5/17
Midterm grades available: 3/11	

Final, official grades will be posted in ESU Buzz-IN.

**Course Description:**

**LI 809. INTRODUCTION TO ARCHIVES**

Introduction to the world of archives and manuscripts, regardless of form, and to the archival profession. The functions of selection, appraisal, acquisition, arrangement and

description, reference services and access, preservation and protection, outreach, advocacy, promotion, management, and professional ethical and legal responsibilities are explored and applied.

**Required Texts:**

Hunter, G. S. (2003). *Developing and Maintaining Practical Archives: A How-to-Do-It Manual*. 2nd ed. New York: Neal-Schuman.

Eastwood, T. & MacNeil, H., eds. (2010). *Currents of Archival Thinking*. Santa Barbara, CA: Libraries Unlimited.

Other readings will be available in Blackboard. Note that many articles originally published in *The American Archivist* are available for free download on the SAA website at <http://archivists.metapress.com/content/120809>

**Course Learning Outcomes**

	By the end of the course, students will be able to:	SLIM Program Outcomes	ALA Core Competencies
1	Describe the complex meanings and functions of archives and the different types of archival repositories.	1, 2, 3	1A, 1B, 1C, 1E, 2A
2	Identify and describe the seven domains of archival practice, and the ways in which these are used by archival institutions carry out their mission.	1, 2, 3	2B, 2C
3	Identify the guiding principles of archival practice, major theorists, and relevant terminology.	1, 2, 3	2A
4	Know the basic functions and principles by which archival institutions carry out their mission, including selection and appraisal, arrangement and description, reference and access, and outreach and advocacy.	1, 2, 4, 5	1H, 2B, 2C, 3B, 3C, 5A, 5E, 5F
5	Apply basic competencies and knowledge that are essential for providing, managing, and administering information services in a variety of archival environments.	5	8D
6	Demonstrate an understanding of the archival mission within the perspective of prevailing and emerging technologies.	1, 2	4D
7	Identify best practices for the long-term preservation of archival records and materials, the main causes of the deterioration of materials within a	2	2D

	collection, and appropriate procedures for disaster prevention, response and recovery.		
8	Identify laws, regulations, and ethical considerations governing access and use of archival records and materials.	2	1F, 1G
9	Research and evaluate issues pertinent to archives and convey conclusions in writing	2, 7, 8	1J, 6B

**Assignments** (brief description; detailed instructions and rubrics to follow)

**Assignment 1:** Repository comparison (20 points): Find two comparable archives on the web. Compare and contrast the navigability, mission statement, scope of collections, methods of acquisition, and use policies of the repositories. (For example - don't use this one -- the Library of Congress (LOC) Manuscripts Division (<http://www.loc.gov/rr/mss/>) and the National Archives (NARA) ([www.archives.gov](http://www.archives.gov)) have different purposes and policies. LOC's is fairly easy to locate on the web; NARA's is not. Why?) You may use two government archives, university archives or special collections, historical societies, or other archives. Finally, take a look at any information about particular collections housed in the archive. Are they consistent with the repository's collection policy? Summarize your findings in a report. (ca. 8-10 pages)

**Assignment 2:** Repository site visit and report (20 points): Visit an archival institution on your own, review a finding aid (online or at the repository), and request access to a collection (or portion thereof) for your examination. Summarize your experience in a report, with a particular focus on user services. What procedures were necessary to gain access to the collection? What security measures did you observe? Was the finding aid sufficiently detailed, accurate, helpful? Did you speak to an archivist? (ca. 8-10 pages)

**Assignment 3:** Research paper (40 points): Prepare a research paper on a topic of your choice that relates to a current issue for professional archivists. Since this is the major assignment for the course, a thorough review of the relevant literature is expected. Your paper should conform to the rules set out in the APA Style Manual, 6th ed. (ca. 15 pages, but no upper limit)

**Assignment 4:** Participation (20 points): Students will be expected to complete assigned readings and participate in Blackboard discussions. A post for each discussion forum is required; additional points may be given for particularly thoughtful commentary on the readings and/or insightful responses to your classmates' posts.

## Course Calendar (subject to change)

Date	Topic	Readings & Assignments
1/12	<b>INTRODUCTION</b>	Blackboard readings) to be specified beginning 1/17; some optional, some required

1/17	Archives and Archivists	Hunter, Ch. 1; Eastwood & MacNeil (E&M), Introduction, Ch. 1
1/24	Domain 1: Selection and Appraisal	Hunter, Ch. 3; E&M, Ch. 3
2/7	Acquisitions and Accessioning	Hunter, Ch. 4
2/14	Domain 2: Arrangement and Description	Hunter, Ch. 5 and 6; E&M, Ch. 2, 5
2/21	Domain 3: Access and Reference	Hunter, Ch. 9; E&M, Ch. 6
2/28	Audiovisual collections; Material culture	Hunter, Ch. 11 <b>Assignment #1 due February 28 (midnight)</b>
3/7	Domain 4: Preservation and Protection	Hunter, Ch 6 and 9; E&M, Ch. 4
3/14	Security & Disaster Planning	Hunter, Ch. 8
3/21		SPRING BREAK
3/28	Role of Records in Society	E&M, Ch. 8, 9, 10 <b>Assignment #2 due March 31 (midnight)</b>
4/4	Electronic Records Issues	Hunter, Ch. 10
4/11	Domain 5: Outreach and Promotion	(Refer back to Hunter, end of Ch. 9)
4/18	Domain 6: Management	Hunter, Ch. 12; E&M, Ch. 7
4/25	Domain 7: Professional, Legal, Ethical	Hunter, Ch. 13
5/2		<b>Assignment #3 due May 6 (midnight)</b>

### Grades: Points per Assignment

Assignment #1 - Repository comparison - 20 points

Assignment #2 - Site Report - 20 points

Assignment #3 - Research Paper - 40 points

Assignment #4 - Participation (Blackboard) - 20 points

**Total Points - 100**

SLIM Grading Scale

96 - 100	A		77 - 79	C+
90 - 95	A-		74 - 76	C
87 - 89	B+		70 - 73	D
84 - 86	B		< 70	F
80 - 83	B-			

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## **SLIM Attendance Policy**

Students must attend all face-to-face classes.

## **SLIM Grade Policy**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

## **SLIM Incomplete Grade Policy**

**SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:**

<http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

### **Faculty-Initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

### **Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

### **Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
211 S Morse Hall  
Emporia State University  
1200 Commercial Street / Box 23  
Emporia, KS 66801  
*Phone* : 620/341-6637  
*TTY*: 620/341-6646  
*Email*: [disabser@emporia.edu](mailto:disabser@emporia.edu)

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